



## SPANN ELEMENTARY

901 John McKissick Way  
Summerville, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	882 Students	
<b>Principal</b>	Wanda Carroll-Williams	843-873-3050
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Frances Townsend	843-873-1341

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Good</b>
2009	Good	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Good	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

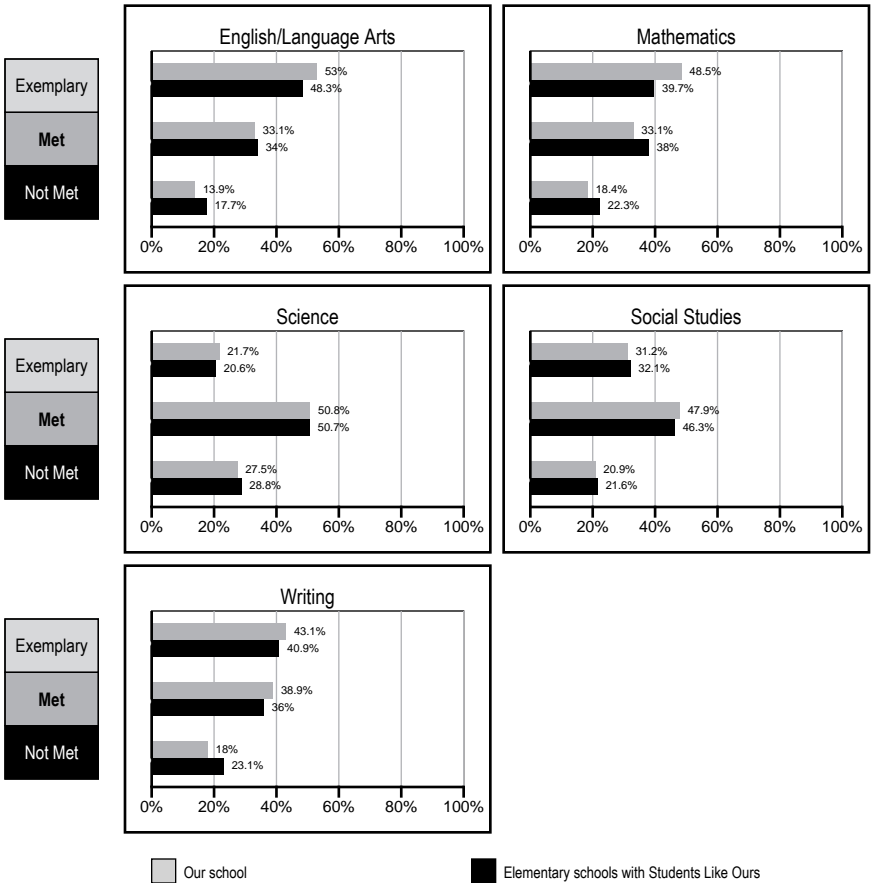
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
24	39	30	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=882)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Down from 1.3%	1.2%	1.2%
Attendance rate	96.3%	Down from 96.4%	96.2%	96.1%
Eligible for gifted and talented	17.2%	Up from 13.8%	16.1%	11.7%
With disabilities other than speech	7.1%	Up from 5.8%	7.6%	8.0%
Older than usual for grade	0.6%	Up from 0.3%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.7%	Up from 0.2%	0.0%	0.0%
<b>Teachers (n=59)</b>				
Teachers with advanced degrees	59.3%	Up from 54.1%	62.2%	60.5%
Continuing contract teachers	91.5%	Up from 86.9%	86.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.3%	Down from 87.2%	89.4%	87.0%
Teacher attendance rate	94.9%	Down from 95.7%	95.5%	95.4%
Average teacher salary*	\$48,190	Up 1.7%	\$48,096	\$47,288
Professional development days/teacher	18.1 days	Down from 26.2 days	10.9 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 17.8 to 1	19.9 to 1	19.2 to 1
Prime instructional time	90.5%	Down from 91.4%	90.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,404	Down 0.0%	\$6,984	\$7,548
Percent of expenditures for instruction**	67.8%	Up from 65.0%	69.2%	68.7%
Percent of expenditures for teacher salaries**	65.6%	Up from 61.3%	66.3%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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Report of Principal and School Improvement Council

At the heart of our school culture is the success of our students. At Spann Elementary, we are moving from "Good to Great." Our school operates as a Professional Learning Community guided by our belief in shared leadership, shared responsibility, shared accountability, and shared learning. Our school vision is communicated to our children and staff each day via the Principal's Morning Message. "We have HIGH EXPECTATIONS. We ASPIRE for greater knowledge. We are PROUD of what we know and can do. We are PREPARED to be PRODUCTIVE. We YEARN to give our best, and we are getting better, too!" This keeps our school mission alive and fills our day with clear purpose and focus on student learning.

The Administrative and Instructional Management Team (AIM Team) sets the pace daily through visibility and communication of desired outcomes. Non-classroom-based staff are strategically assigned to areas around the building to ensure safety and greet the children during arrival and dismissal. Teachers meet and welcome children at classroom doors. Parent volunteers work countless hours to support our endeavors. Building services, office staff, and cafeteria staff all embrace the responsibility for implementing the school-wide Positive Behavior Interventions and Supports (PBIS) program. The school climate is safe, welcoming, and family-friendly.

At Spann, we start by thinking with the end in mind. Thus, beginning with the Dorchester School District Two vision for "leading the way...every student...every day," our School Improvement Council (SIC) sets school-wide goals; grade levels set team goals; and students set individual "Surpassing Yourself" goals. They all develop action plans to help us reach our goals. We find great success in monitoring our progress frequently and celebrating all along the way! Quarterly grade level Expectations Town Meetings provide the venue for periodic review, reflection, and child-centered rallies. We communicate our pride and highlight our growth through Proud Principal Notes, Classroom Newsletters, School Fusion WebPages, and school newsletters – Spann Happenings, Panda Paws, Principally Speaking, PTA News, and The Bamboo Chute.

We believe that we must continuously stretch ourselves in order to stretch our children. Our greatest challenge is improving our capacity to close the achievement gaps for every child. We are a Professional Development School (PDS) partnering with Charleston Southern University to engage teachers in action research through monthly Inquiry Groups, mentoring opportunities, and the use of cutting-edge instructional strategies. As a result, on any given day in the life of the Spann Elementary School community, you will find a place complete with people who are Proud to the CORE – Caring, Orderly, Responsible, and Expecting nothing less than the best!

Wanda G. Carroll-Williams, Principal  
Karen DeBoben, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	135	73
Percent satisfied with learning environment	96.7%	91.7%	94.5%
Percent satisfied with social and physical environment	98.4%	91.1%	94.5%
Percent satisfied with school-home relations	95.1%	91.0%	93.2%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.6%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	430	100	13.9	33.1	53	92.9	89.1	83.5	Yes	Yes
<b>Gender</b>										
Male	208	100	18.9	34.7	46.3	88.4	86.1	80.1	N/A	N/A
Female	222	100	9.2	31.6	59.2	97.1	92.1	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	259	100	8.2	29	62.9	95.9	93	89.6	Yes	Yes
African American	137	100	23.5	42.9	33.6	89.1	81.6	74.6	Yes	Yes
Asian/Pacific Islander	16	100	N/A	N/A	N/A	100	94.5	92.7	I/S	I/S
Hispanic	16	100	50	14.3	35.7	64.3	84.1	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	95.8	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	37	100	61.8	17.6	20.6	64.7	57.3	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	38.5	23.1	38.5	76.9	82.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	201	100	22.9	37.1	40	87.4	83.1	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	430	100	18.4	33.1	48.5	90.7	87.2	80.4	Yes	Yes
<b>Gender</b>										
Male	208	100	22.1	26.8	51.1	87.9	85.5	78.4	N/A	N/A
Female	222	100	15	38.8	46.1	93.2	88.9	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	259	100	10.6	30.6	58.8	95.5	92	87.8	Yes	Yes
African American	137	100	35.3	38.7	26.1	79.8	77.5	69.3	Yes	Yes
Asian/Pacific Islander	16	100	N/A	N/A	N/A	100	94.5	93.5	I/S	I/S
Hispanic	16	100	35.7	28.6	35.7	85.7	86.1	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	93.1	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	37	100	52.9	35.3	11.8	67.6	55	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	30.8	30.8	38.5	84.6	86.8	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	201	100	28.6	38.9	32.6	84.6	80.3	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	281	100	27.5	50.8	21.7	72.5	74.7	67.3
<b>Gender</b>								
Male	136	100	28.2	48.4	23.4	71.8	74.2	66.9
Female	145	100	26.9	53	20.1	73.1	75.3	67.7
<b>Racial/Ethnic Group</b>								
White	166	100	18.1	54.4	27.5	81.9	84.1	79.6
African American	90	100	43.2	47.3	9.5	56.8	56.5	49.7
Asian/Pacific Islander	14	100	14.3	50	35.7	85.7	90.4	84.4
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80.8	69.5
<b>Disability Status</b>								
Disabled	25	100	62.5	29.2	8.3	37.5	39.4	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	58.5	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	122	100	44.7	40.8	14.6	55.3	61.8	55.4

**Social Studies**

All Students	285	100	20.9	47.9	31.2	79.1	78.8	70.9
<b>Gender</b>								
Male	138	100	24.6	42.9	32.5	75.4	77.8	70.1
Female	147	100	17.5	52.6	29.9	82.5	79.8	71.7
<b>Racial/Ethnic Group</b>								
White	172	100	13	48.8	38.3	87	84.6	79.2
African American	92	100	38.3	44.4	17.3	61.7	67.5	58.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	90.1	86.8
Hispanic	11	100	I/S	I/S	I/S	I/S	74.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.5	71.2
<b>Disability Status</b>								
Disabled	26	100	45.8	41.7	12.5	54.2	44.2	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	69.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	143	100	31.5	46.5	22	68.5	69.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	427	100	18	38.9	43.1	82	82.9	72.1	96.3	96
Gender										
Male	205	100	24.6	41.9	33.5	75.4	77.4	65.2	96.2	96
Female	222	100	11.9	36.2	51.9	88.1	88.6	79.2	96.4	96.1
Racial/Ethnic Group										
White	258	100	13	38.1	49	87	88.2	80.8	96.1	95.8
African American	135	100	26.2	44.3	29.5	73.8	73.1	59.7	96.6	96.4
Asian/Pacific Islander	16	100	N/AV	N/AV	N/AV	100	90.5	87	96.3	97
Hispanic	16	100	57.1	28.6	14.3	42.9	75.2	64.6	96.5	96.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90.1	73.4	96	95.5
Disability Status										
Disabled	39	100	64.9	29.7	5.4	35.1	37.7	27.7	95.3	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	46.2	15.4	38.5	53.8	71.4	63.7	96.6	96.5
Socio-Economic Status										
Subsidized meals	195	100	28.1	44.4	27.5	71.9	74.1	61.9	95.8	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	134	99.3	11.8	22	66.1	88.2
	4	126	100	17.5	43.9	38.6	82.5
	5	145	100	16.1	48.9	35	83.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	160	100	11.6	26.5	61.9	88.4
	4	136	100	14.4	39.2	46.4	85.6
	5	134	100	16.1	34.7	49.2	83.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	134	99.3	21.3	33.1	45.7	78.7
	4	126	100	24.6	46.5	28.9	75.4
	5	145	100	28.5	48.2	23.4	71.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	160	100	17.7	32.7	49.7	82.3
	4	136	100	16	36	48	84
	5	134	100	21.8	30.6	47.6	78.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	66	100	20.6	49.2	30.2	79.4
	4	126	100	28.9	51.8	19.3	71.1
	5	73	100	34.8	49.3	15.9	65.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	81	100	34.2	43.8	21.9	65.8
	4	136	100	23.2	54.4	22.4	76.8
	5	64	100	28.3	51.7	20	71.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	67	100	20.3	35.9	43.8	79.7
	4	126	100	21.1	56.1	22.8	78.9
	5	72	100	19.1	47.1	33.8	80.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	79	100	14.9	45.9	39.2	85.1
	4	136	100	20.8	48.8	30.4	79.2
	5	70	100	28.1	48.4	23.4	71.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	137	100	23.9	21.6	54.5	76.1
	4	127	99.2	21.2	35.6	43.2	78.8
	5	146	98.6	18.2	38	43.8	81.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	156	100	21.1	43.5	35.4	78.9
	4	135	100	20.6	31.7	47.6	79.4
	5	136	100	11.7	40.6	47.7	88.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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